DOCUMENT RESUME

ED 171 330 JC 790 176

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TITLE A Study of Leadership Styles of Administrators at Los Angeles Southwest College.
PUB DATE Sep 78
NOTE 44p.; Ed.D. Practicum, Nova University

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Attitudes; Administrator Background; *Administrator Characteristics; Age; Authoritarianism; Community Colleges; Educational Objectives; Females; Individual Power; *Junior Colleges; *Leadership Styles; Locus of Control; Males; Marital Status; *Psychological Characteristics; School Surveys

ABSTRACT

All nine administrators at Los Angeles Southwest College (LASC) were surveyed to determine their political, social, and psychological background. Three separate instruments focused on leadership style, need for authority, and locus of control. Comparisons were made to determine the extent to which leadership styles were similar and to discover what intellectual processes were used in decision-making. The study revealed that eight of the nine administrators were male; the average age was 55.4 years old; all nine had prior college teaching experience; all were married with children; seven held doctoral degrees; and all had extensive community service records. Survey responses indicated that: administrators' goals for LASC were restatements of their educational philosophy concerning community colleges; they felt they should be involved in college operations as much as possible; seven favored in-service staff development programs; they were unequivocally opposed to faculty participation in major decisions; and they showed little agreement as to order of priorities for LASC. The data also demonstrated that the administrators generally had a strong need for power, had an authoritarian personality, had an internal locus of control, and had cognitive processes based upon personal ideology. A literature review provides background on administrator characteristics and leadership, and the survey instruments are appended. (Author/AYC)

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ED171330

A STUDY OF LEADERSHIP STYLES OF ADMINISTRATORS AT LOS ANGELES SOUTHWEST COLLEGE

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DEGREE OF DOCTOR OF EDUCATION

JC 790 176

Nova University

September 1978

ABSTRACT

This study attempts to determine the leadership styles of administrators at Los Angeles Southwest College (LASC). Specifically, this study attempts to provide empirical data on the leadership styles of administrators at LASC. The study focused on the political, social and psychological background of administrators. Additionally, there was an attempt to determine if administrators exhibited a need for power, and to what extent their internal-external perception determines their decision-making processes.

The sample for this study consisted of all nine administrators at LASC. To obtain the information in this study, all administrators were asked to complete the following questionnaires:

1. To complete a questionnaire that was designed to find out about their leadership styles.
2. To complete a questionnaire that relates to one's need for authority (F-scale).
3. To complete a scale that determines one's perception of the world (Locus of Control).

The results from each scale were scored accordingly to directions as suggested by the manual. A comparison was made between each administrator's data to determine what extent their leadership styles were similar and what processes they used in decision-making.

There were several major findings which emerged from this study. The data clearly show that a typical administrator was a male who was highly successful, demonstrated a strong

need for power, has an authoritarian personality, has an internal locus of control, and his cognitive processes were based on his personal ideology.

The conclusion from this study should be used (1) to understand the leadership styles of administrators, (2) to define priorities among administrators, and (3) to stimulate other research on administrators in the areas of cognitive styles of decision-making processes.

TABLE OF CONTENTS

		Page
	Title Page	i
	Abstract	ii
	Table of Contents	iv
Chapter		
I.	Introduction	1
II.	Background and Significance	3
III.	Procedure	15
	Definition of Terms	16
	Limitations	17
IV.	Results	17
V.	Discussions, Implications and Recommendations	24
	Discussions and Implications	24
	Recommendations	26
	Bibliography	27
	Appendix A: Leadership Styles	31
	Appendix B: Need for Authority (F-Scale)	34
	Appendix C: Perception of the World (Locus of Control)	38

INTRODUCTION

The significance for American life of leadership in educational administration will be more clearly and generally recognized in the future than it has been in the past. The kind and quality of leadership provided in educational administration is particularly important in the democratic society in which we live, because education is so basic to the satisfactory functioning of that society and superior leadership is essential for the development of an adequate program of education.

The California Community College has been rapidly changing in the past decade due to changes in the student clientele and the impacts of societal and legislative forces. The two-year college, according to Hammons (1976), must face the challenge of quickly and effectively adapting to these changes. The capacity to adapt "depends primarily on the ability of the faculty to change and on the ability of various administrators in the college to lead and facilitate change".

The role of administrators has been changing, increasingly requiring skills of professional managers. In the business world, top managers generally come from a background of professional training at the master degree level in business administration. Corporate managers are trained in management functions of planning, organizing

directing and controlling, in goal setting, in evaluation standards of performance, in human resource management, and in the management of economic resources. The educational administrator in contrast, has been trained to be an effective teacher.

Administrators in community colleges have frequently entered administration as a promotion because they have been effective teachers. They suddenly find themselves in the position of Division Chairperson or Associate Dean with little or no pre-service management training, and with limited, if any, provision for inservice training. Petty (1974) suggested that they fly by the seats of their pants into trials of daily experience, tutored by little more than intuition and prayer. In addition to managing a department, they are faced with the concerns of collective bargaining, affirmative action, fiscal scarcity, and demands by the community and staff for more openness and overt accountability.

An area that has received a great deal of attention has been the management styles of college administrators (Simons, 1972), and managerial styles and effectiveness of administrators, (Redding, 1970).

An area that has received very little attention in research has been the leadership styles of the administrators at LASC. A paucity of research in this area has consisted primarily of commentary rather than objective investigation. In view of this, the purpose of this study is to determine the leadership styles of administration at Los Angeles Southwest College (LASC).

BACKGROUND AND SIGNIFICANCE

Perhaps the most important decision makers within the structure of the Community College system are administrators. They are extremely important because their decisions have an important impact on the operation of the community college. Moreover, the decisions that the administrators make are important because they have an effect on the community, the faculty and the students. In summary, the administrators are the most powerful decision making group within the Community College system. Yet, so very little is known about the leadership styles of these individuals. To identify characteristics of strong administrative leadership, several questions must be examined. How do performance-oriented administrators think, and what do they do? To what questions do successful administrators devote more attention? Do less successful leaders deal with different problems? How do administrators respond to pressing daily demands? Are their responses products of good leadership? Cyphert and Ingersoll (1974) stated that two predominant characteristics of higher education administration in the 1970's demonstrate the need for a better understanding of administrator leadership styles. First is the increased turnover of persons occupying administrative positions; and second is the reversal of the rapid institutional growth patterns that prevailed during the 1960's in higher education. A

combination of inadequate preparation of administrative personnel and the inability of these persons to adapt to changing times is causing a crisis of leadership in the Community College system.

This study will attempt to identify the leadership styles of administrators at Los Angeles Southwest College (LASC).

Although the terms leader and leadership are freely used in the literature as well as in everyday language, there is a great deal of misunderstanding of what we really mean by them. Before we go any further, therefore, it is essential to spell out some of the key definitions we shall deal with in this study.

What then do we really mean by the terms leader and leadership? It is illuminating to look at some of the ways that leadership has been defined by those who have worked in this area:

> Leadership is the exercise of authority and the making of decisions. (Dubin, 1951).
>
> Leadership is the initiation of acts that result in a consistent pattern of group interaction directed toward the solution of mutual problems. (Hemphill, 1954).
>
> The leader is the man who comes closest to realizing the norms the group values highest; this conformity gives him his high rank, which attracts people and implies the right to assume control of the group. (Homans, 1950).
>
> The leader is the person who creates the most effective change in group performance. (Cattell, 1951).
>
> The leader is one who succeeds in getting others to follow him. (Cowley, 1928).
>
> Leadership is the process of influencing group activities toward goal setting and goal achievement. (Stogdill, 1948).

Two important threads run through all of these definitions. The first is that leadership is a relationship between people in which influence and power are unevenly distributed on a legitimate basis. The power may be given to the leader by the consent of the group members, by a contractual work agreement, or by law, but it is his to exercise.

The second important thread is that there can be no leaders in isolation. If you want to know whether you are a leader, see if there is someone following you. And since one cannot really coerce people to behave in appropriate ways, leadership implies that followers must explicitly consent to their part in this influence relationship.

One of the first and most famous studies of leadership style was conducted by Lewin, Lippitt, and White (1939). These researchers formed a number of sponsored clubs among elementary school age boys. The leaders of these clubs were adult male graduate students in social psychology. Each leader was trained to behave toward the boys in his group in one of three leadership styles. The styles were democratic, in which group decisions were made by majority vote, equal participation was encouraged, and criticism and punishment were minimal; autocratic,

in which all decisions were made by the leader, and the boys were required to follow prescribed procedures under strict discipline; and laissez-faire, in which the actual leadership activity of the group leader was kept at a minimum, allowing the boys to work and play equally without supervision.

The groups with democratic leaders were the most satisfied and functioned in the most orderly and positive manner. The number and degree of aggressive acts were greatest in the autocratically led groups. The findings on group productivity are less clear. Lippitt and White (1943) report that the autocratically led groups spent more time in productive work activity than did other groups, but only when the leader was present. When the leader left the room, the amount of work-related activity dropped drastically. Further, all measures of productivity in the studies by Lewin and his associates refer to process variables, such as work-related conversation. No objective measures of productivity were ever assessed.

These findings cannot be interpreted as supporting the position that participative, permissive, human relations-oriented studies by Morse and Reimer (1956) and Campion (1968) compared a hierarchical supervision program (directive, structuring) with

an autonomy program (democratic, participative). The differences between these approaches were relatively small, although the hierarchical program resulted in greater profits due to lower labor costs.

Studies by Vroom (1959, 1960) indicate that employee characteristics determine at least in part which managerial style will be most effective. Employees high in authoritarianism and low in the need for independence were found to perform best under direct supervisors. Employees high in the need for independence but low in authoritarianism performed better under democratic leaders. Likewise, a study by Haythorn et al. (1956) showed that individuals who were themselves somewhat authoritarian were more satisfied with authoritarian leadership than were individuals who were not authoritarian. Perhaps these findings should not have been too surprising; all of us know people who function better and are happier when they know exactly what is expected of them, and when they have clear and precise instructions.

Another determinant of leader behavior is the expectations which others hold for us. Such social roles as leadership are in fact defined by the set of expectations which society holds for these positions. When a new manager joins an organization, he is often advised to "learn the ropes" before reorganizing his department. Learning the ropes simply means finding out how things are done or, in the jargon of the sociologist, "perceiving the

relevant expectations surrounding the new role." Managers are dramatically reminded of the importance of role expectations when they attempt to function in a foreign culture. The position or job title in the new culture may be the same as at home, but the role expectations are often very different. For example, Chemers (1969) found that Americans see the good leader as either basically structuring or basically considerate; Iranians, on the other hand, want a benevolent, paternalistic manager who tells them exactly what to do.

Expectations can function similarly in our own culture. Company policy has a strong effect on supervisor attitudes. In companies which had authoritarian policies, Stanton (1960) found a more positive attitude toward "structuring" supervisory behavior than toward "consideration" behavior. In companies favoring more democratic policies, supervisors' attitudes were more favorable toward considerate behavior.

Also, the environment plays a major role in determining leadership styles. Dr. A. Robert DeHart (1976), President of De Anza College, states that only if the environment of a college is such that those working in it can develop their full potentials will a college be able to fulfill its potential, "and that can happen only if the range and depth of their leadership are expanded." He says that this is true for all staff, but because of the crucial role administrators play in the establishment of the environment, it is especailly true for them.

Lahti (1970) discussed amateurism in the administration of higher education. He pointed out that top industry as well as education is in a leadership crisis in their need for skilled management personnel to deal with today's complex problems, but that industry is ahead of educators in an attempt to deal with the problem through extensive inservice development of potential management talent.

Collins (1971) suggested that managment by objectives concepts used in business and industry are very applicable to community college administration, bu that in order for management by objectives to be successfully used there must be training in the use of the skills.

Connellan (1971) also suggested that managment of objectives is an effective way of managing a community college because it provides the links good leadership required between various administrative and departmental levels.

Lahti (1970) spoke of the need to release the human potential in an organization through the use of management by objectives, participative managment, and the leadership of a creative organizational climate.

Petty (1974) discussed the increased importance of management leadership due to tensions between faculty and administration, the

demands of affirmative action and the failure of conventional inservice programs to effect quality management training. He proposed a systematic, institution-wide program called Management Personnel Development with two basic objectives: developing "replacements" by preparing staff for higher levels of management, and preparing managers for greater responsibility by on-the-job experiences sponsored by top-level management.

Hammons (1976) stated that both organizational and staff leadership are needed in community colleges to ensure that the structure and climate keep pace with individual development. Organizational leadership includes the development of faculty, non-teaching staff, and management personnel.

DeHart (1976) discused two major concerns that have impact on the definition of management role and management leadership styles. The first concern is the assumption that the college is organized in bureaucratic model which requires that the hierarchy of task and authority relations for achieving objectives is clearly understood, and he pointed out that the assumption has flaws. The second major concern deals with the ambiguities faced by college administrators, ambiguities that make a college a problem to describe, understand and lead. DeHart (1976) suggested that what a college needs is professional administrators who can function within a context of ambiguity with the skills to operate in several

organizational models rather than assuming the hierarchical model is always appropriate. He concluded that these concerns must be taken into consideration in designing a management development program to improve leadership.

Lahti (1970) described a program in administrative leadership at Harper College, Palatine, Illinois. The program sent administrators to seminars at various university schools of business to learn management skills including management by objectives and effective decision making.

Bender (1972) described a Summer Management Institute put on by the Kellogg Foundation, Florida State University, and the University of Florida for administrative teams from twenty public and independent junior colleges. The institute stressed management leadership styles concepts and skills. An evaluation five months later concluded that participants did attempt to apply procedures and practices in their own situation, and that there is value in having teams of administrators participate in workshops.

The Battelle Center for Improved Education (McFadden, 1975) published the USHER Redesign Model that was developed in conjunction with the League for Innovation in the Community College. Because past approaches to educational management are not meeting today's tasks, the model was designed in order that colleges can transform

the existing management approach into one that is more effective. Based upon a humanistic management philosophy, the model attempts to combine the scientific and technical with the humanistic dimensions of education through a process of participative management.

A review of the literature on leadership in business and industry disclosed a plethora of studies which presented ample data regarding some positive characteristics of business leaders worth noting. Some rather interesting data are summarized and presented below.

Ghissli (1968) found that desire for job security and high financial reward are negatively related to success in middle-management positions. Power over others was unrelated to success. A positive relationship was found between one's desire for self-actualization and management success. Unsuccessful managers apparently seek money and power primarily, and place little on developing one's potential (self-actualization).

Merton (1969) found several characteristics associated with success in leadership. Among them were: a leader respects the members of his group, demonstrates his own competence, listens to others, expects negative as well as positive feedback, maintains contact with his group, and uses his power and authority as sparingly as possible. He is also a good communicator, is sure his people have the resources to comply with his directives,

makes sure his directives are consistent with the values of the people who receive them, and makes certain his directives are harmonious with the ends, purposes, and values of the organization.

Harrell (1969), when examining high earning MBA's, found that they were significantly different from low earning MBA's. The high earners had self-confidence and high energy, as well as socially directed orientations. They were also decisive individuals unafraid to make decisions. They were interested in social service activities in their communities in order to help people, while the low earners had no such interests.

Maier and Sashkin (1971) found that leader behavior which promotes problem-solving interactions is more likely to produce behavior outcomes that are not only more acceptable, but which can be categorized as both innovative and superior in quality.

Slocum (1971) corroborated an earlier study and found that need satisfaction increased at each level of management and that esteem, autonomy and self-actualization needs were more closely related to middle-top managerial performance, suggesting that lower level supervisors were more interested in job security.

Ghiselli (1970), in a most interesting study, found that in vertical organizations there was little relationship between the degree of need satisfaction and success. Yet, the relationship between the degree of need satisfaction and success of managers in horizontal

organizations suggested little satisfaction for the lower order needs, but generally accelerating satisfaction in the direction of higher order needs. Summing up this study would indicate that in bureaucracies there is little opportunity for satisfying higher order needs and developing one's potential, while in flatly structured organizations greater opportunity for increased personal development and self-actualization existed.

In another interesting study Vroom and Pahl (1971) examined the relationship between age and risk taking among managers. Their results showed that the older an executive is, the less likely he is to take risks. Apparently, as an executive gets older, marries, has children and other dependents, the less value he places on making decisions which he considers risky, although he might have made them when he was younger and unencumbered.

Argyris (1970) concluded in his research that the executive is an effective diagnostician. He has a keen ability to make a diagnosis, then make a decision as to what is the most appropriate behavior to utilize in the situation. McGregor (1967) wrote that a remarkable trait of business managers was their ability to cope successfully with a great array of pressures. Conflict exists everywhere, but it is a tribute to management that such pressures can be tolerated and absorbed.

In summary, there are a core of traits that seem common to leaders in all organizations. Data have been presented from studies identifying several characteristics of business/industrial leaders which appear to be relevant to the education and development of administrators in higher education. A synthesis of these studies indicates that higher education can profit from studying the leadership traits of successful business executives. Identification of appropriate business industrial managerial behavior can be of significant assistance in developing future leaders in higher education.

PROCEDURE

This study was designed to determine the leadership styles of administrators at Los Angeles Southwest College. Specifically, this study provided empirical data on the leadership styles of administrators at LASC. The study was conducted during the Fall Semester of 1977/1978 school year.

The sample for this study consisted of all nine administrators at LASC. In particular, this investigation focused on the political, social and psychological background of administrators. Additionally, there was an attempt to determine if administrators exhibit a need for power, and to what extent their "internal-external perception" determine their decision-making processes. To obtain the information in this study, all administrators were asked to

complete as follows:

A. To complete a questionnaire that was designed to find out about their leadership styles (see Appendix A).

B. To complete a questionnaire that relates to one's "need for authority" (F-scale) (see Appendix B).

C. To complete a scale that determines one's perception of the world (Locus of Control) (see Appendix C).

The data was analyzed to determine each administrator's leadership style, also the results from each scale were scored according to directions as suggested by the manual. A comparison was made between each administrator's data to determine what extent their leadership styles are similar and what processes they use in decision-making.

DEFINITION OF TERMS

College Administrators: The group made up of the President, three Deans, and five Assistants.

Human Resources Management: Selection, maintenance, performance appraisal, and other matters related to personnel.

Interpersonal Relationships: Self-awareness and interactions with others.

Leadership: The ability of a manager to influence subordinates to accept the manager's interpretations and objectives, to follow the manager's ways of doing things, and to see that their personal goals can be achieved by consenting to the manager's authority over them.

Leading: Activating subordinates to perform their job tasks.

Management/Administration Functions: Planning, organizing, directing, controlling, and operational procedures.

Management Development: Professional development designed to increase the effectiveness of those persons whose function is to manage the college.

LIMITATIONS

The major limitations of this study is the relative small population (nine administrators) located at one community college within Los Angeles Community College District. Accordingly, the results should not be generalized beyond the population investigated. However, it is hoped that this study will be used to stimulate other research in the area of administrators' leadership styles at the community college level.

RESULTS

This study was designed to determine leadership styles of administrators at Los Angeles Southwest College (LASC). In order to determine each subject's leadership style, a Leadership Styles Questionnaire was administered (see Appendix A); to determine each administrator's need for power, The Need for Authority (the F-Scale) was administered (see Appendix B); and to determine each administrator's Perception of the World (Locus of Control) the Rotter Scale was administered (see Appendix C). The responses from all three questionnaires were compiled to formulate the leadership style. The results from those questionnaires were reported on all nine administrators under separate headings.

In order to determine what kind of broad representation already exist at Los Angeles Southwest College, the questionnaires were personally submitted to each of the administrators. The questionnaires solicited background information, educational attitudes and philosophies regarding community colleges and other pertinent information (see Appendices A,B and C). The Administrators were given two weeks to complete and return the forms and all of them did so within one week of the request.

LEADERSHIP STYLES QUESTIONNAIRE

Analysis of the responses to the leadership styles questionnaire permitted the development of a composite portrait of the administrators. Eight of the nine administrators were males and one female. The average age was 55.4 years old. The average length of tenure as administrator was eight years. All nine administrators had prior experience as college level teachers. All administrators were married with one to five children. Seven of the administrators hold Doctorate degrees and two hold Master degrees. All of the administrators have extensive community service records.

The survey answers were broken down according to questions asked, the results are as follows:

QUESTION 1

In response to what the goals of a community college are, two of the administrators stated that preparation for transfer of vocational training were the only goals of

the college. The other administrators believed that, in addition to those mentioned, the college should provide anyone the opportunity to improve their educational background. Generally, administrators' specific goals for LASC were restatements of their educational philosophy concerning community colleges.

QUESTION 2

All administrators expressed that they should be involved in the college operations as much as possible. Administrators should be relied on for planning, organizing, motivating, communicating, controlling, etc. Their involvement should also include staff, faculty, students and the community.

QUESTION 3

Seven administrators definitely favored in-service programs for LASC. One said no, with qualifications and one did not answer this question. The others who did respond, interpreted in-service education as a series of workshops and conferences.

QUESTION 4

The administrators indicated that the agenda for regular meetings was part of the overall preparations and necessary in order to set goals and objectives and provide an approach to achieve those goals and objectives. The amount of time each administrator spent preparing for a meeting range from one to eight hours. The average time

was three hours.

QUESTION 5

Administrators' attitudes toward a faculty role in the decision-making process was limited to the faculty offering advice only. They were unequivocally opposed to faculty participation in major decisions. One administrator stated that faculty input should be limited to Academic Affairs only.

QUESTION 6

There was little agreement among the administrators as to an order of priorities for LASC. One placed staffing, outlining objectives and establishing programs as having top importance. Another felt budgeting, evaluation of the institution and outlining objectives were most crucial. A third pointed to establishing relevant programs. The remaining administrator did not reply to this question. However, one of the latter wrote that all were significant. From the aforementioned answers; staffing, outlining objectives, and establishing new programs rated among the top three priorities most frequently. Budgeting and evaluation of the institution, while not among the first three, were among the top five listed.

F-SCALE

The F-Scale was designed to access the authoritarian personality or one's need for power (Christie, 1958). The F-Scale

was administered to all administrators. Analysis of the responses on the F-Scale suggest that all nine administrators' results were strikingly similar. Generally speaking, their scores could be classified into two distinct areas; Ideological Beliefs, and Authoritarian Personality. The findings will be discussed under those headings.

IDEOLOGICAL BELIEFS

This subset of the F-Scale was designed primarily to tap fasicistic proclivities -- i.e., personality characteristics which make a person susceptible to an extremely rightist or conservative view -- although, this subset is also positively correlated to a need for power. On this construct all but one of the administrators scored high in this area, which would suggest basic conservatism. An individual with a relatively high score in this area may be classed as being "closed minded", independent to their particular ideology and opionated. Another interesting piece of data derived from this area was that all subjects demonstrated a penchant for making decisons based on their personal ideology. Their relatively strong score in this area appear to suggest that administrators' decision-making processes are not based on deductive reasoning or cognitive input, but on their personal orientation. This implies that their decisions are founded on their own moral, values and attitudes, as opposed to objective reasoning.

AUTHORITARIAN PERSONALITY

The Authoritarian subset attempts to measure if an individual makes decisions from a position of power or demonstrates a need for authority. The data clearly show that on this subset all nine administrators scored extremely high suggesting that they exhibited a need for power in making decisons. This finding would also imply that they have an Authoritarian Personality. The individual with an authoritarian personality has an interesting cognitive style. Several cognitive-behavioral characteristics exist within this type personality. These characteristics include anti-semitism, ethnocentrism, political and economic conservatism, idealization of parents and self, anti-intraception, rigid conception of sex roles, concern of status, and a cognitive style characterized by rigidity and intolerance of ambiguity. Thus, the data seems to indicate the administrators' need for power may be satisfied by their moral convictions to make important decisons. Moreover, it seems that being an administrator provides a social acceptable outlet for the Authoritarian Personality to satisfy their basic power needs.

LOCUS OF CONTROL

Locus of Control refers to how a person perceives his responsibility for the outcomes of events (Rotter, 1966). Individuals may see the outcomes as contingent upon their own behavior, have an "internal" locus of control, while

individuals who view the outcome of events from the environment have an "external" locus of control. To determine each Administrators' locus of control score, the Rotter (1966) Scale was administered. A score from 0 to 8 was classified as having an internal locus of control. In contrast, an external locus of control was considered as any score above eleven. The data show that seven individuals had an internal locus of control, one subject had an external locus of control, while one subject scored on the borderline of internality and externality.

The nine administrators established a mean locus of control score of 9.40 with a standard deviation of 2.23. This data suggests that the administrators are primarily internal individuals. The internal individual believes that he has control over his environment and control the type of reinforcements that he receives. He sees himself as responsible for his own outcome and is in control of the decisions that they make. In summary, he believes that he controls his world and the decisions that he makes are internally derived, and they are not influenced easily by others. This finding then is consistent with results from the F-Scale where administrators stated they should be allowed to make decisions in defining the educational

priorities of the institution in which they serve.

DISCUSSIONS AND IMPLICATIONS

This study was designed to determine the leadership styles of administrators at Los Angeles Southwest College (LASC). More specifically, this study provided empirical data on the leadership styles of administrators at LASC.

Several conclusions are warranted on the basis of the research data. The data clearly show that at LASC a typical administrator is a male who is highly successful, demonstrates a strong need for power, has an authoritarian personality and has an internal locus of control. It appears now that we are able to paint a portrait of the typical administrator, and understand his leadership style.

First of all, the administrators are basically males over 55 years old, who have not resided in the community for a number of years. They are well-educated, (seven Doctorates and two Masters), and they are highly successful professionals. They feel that they should be involved in the day to day college operations, and should have the right to decide the order of priorities for LASC. However, they were unable to establish what are the priorities of this college. Perhaps, their inability to make decisions among themselves is directly linked to a strong Need for Power that was demonstrated in all administrators.

This finding would be consistent with their high scores in Ideological Beliefs and Authoritarian Personality. This would account for administrators being basically closed minded, conservative and make decisions based on their personal frame of reference. Generally, administrators' cognitive styles were characterized by rigidity and intolerance. This suggests that administrators exhibited deep-seated personality dispositions which may be linked to personal forms of beliefs and personal behavior characteristics involved in adhering to a rigid and domatic ideology in discrimination against outgroups and also other administrators. This would account for their bias and dependence on personal orientation as a mean of decision-making.

Administrators also exhibited an internal locus of control. This means that they perceive contingency relationships between their actions and the outcome of an event. Thus, administrators are individuals who feel that they control situations by making good decisions. They also feel good about themselves and are internally motivated. Relatively speaking, administrators are strong individuals who are rigid and uncompromising, but enjoy the position as an administrator, despite their inability to collectively make decisions. Thus, it appears that these individuals seek administrative positions as a means of satisfying their enormous "need for power".

RECOMMENDATIONS

This study provided empirical data on the leadership styles of administrators at Los Angeles Southwest College. The following recommendations are made as a result of this study:

1. Results from this study should be provided to the faculty at LASC. It is hopeful that the faculty will understand the personality patterns of administrators. The data should provide a better understanding of administrators' decision-making processes.

2. Perhaps this study can be used in stimulating Administrators and Faculty toward developing definitive priorities for this institution.

3. It seems that further research needs to be conducted on the administrators. Specifically, research should be focused in the areas of cognitive styles (decision-making processes) and personality characteristics.

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APPENDIX A

LEADERSHIP STYLES

LEADERSHIP STYLES QUESTIONNAIRE

- NAME:
- AGE:
- EDUCATIONAL BACKGROUND
- PROFESSIONAL OCCUPATION
- POLITICAL OCCUPATION
- WHAT OTHER POLITICAL ORGANIZATION HAVE YOU BEEN AFFILIATED WITH?
- HOW LONG HAVE YOU BEEN AN ADMINISTRATOR?

1. What are the goals of this college?

2. What are your goals as an Administrator?

3. Do you feel in-service programs are necessary?

4. How much time does each Administrator spend on preparing for meetings?

5. What are the Administrators attitudes toward equal faculty representation on major decisions of this college?

6. What are the priorities of this college?

APPENDIX B

NEED FOR AUTHORITY

FORM II (FORCED CHOICE CHRISTIE)

This is a questionnaire to find out the way in which certain important events in our society affect different people. Each item consists of a pair of alternatives, letters a and b. Please select one statement of each pair which you more strongly believe to be the case as far as you're concerned. Be sure to select the one you actually believe to be more true, rather than the one you think you should choose, or the one you would like to be true. This is a measure of personal belief -- obviously there are no right or wrong answers. Try to respond to each item independently when making your choice; do not be influenced by your previous choices.

FORM II (Forced Choice Christie)

1. a. It is highly unlikely that astrology will ever by able to explain anything.
   b. Someday it will probably be shown that astrology can explain a lot of things.

2. a. Sex crimes, such as rape and attacks on children, are signs of mental illness; such people belong in hospitals rather than in prison.
   b. Sex criminals such as those who rape and attack children, deserve more than mere imprisonment: such criminals ought to be publicly whipped, or worse.

3. a. No sane, normal, decent person could ever think of hurting a close friend or relative.
   b. It's only natural for people to sometimes have thoughts about hurting a close friend or relative.

4. a. If is weren't for the rebellious ideas of youth there would be less progress in the world.
   b. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.

5. a. There are many difficulties a person cannot overcome no matter how much will power he has.
   b. No weakness or difficulty can hold us back if we have enough will power.

6. a. Many people have too great a fear of plots hatched in secret by politicians.
   b. Most people don't realize how much of our lives are controlled by plots hatched in secret places.

7. a. A person with bad manners, habits, and breeding can hardly expect to get along with decent people.
   b. People should be willing to overlook failures in manners and unpleasant personal habits in other people.

8. a. Human nature doesn't make was inevitable; man may some day establish a peaceful world.
   b. Human nature being what it is, there will always be war and conflict.

9. a. Familiarity breeds contempt.
   b. You may dislike a person very much, but the chances are that if you get to know him well you'll have more respect for him.

10. a. It would be a good thing if people spent more time thinking and talking about ideas just for the fun of it.
    b. If people would talk less and work more, everybody would be better off.

11. a. What a youth needs most is strict discipline, rugged determination, and the will to work and fight for family and country.
    b. In the long run it is better for our country if young people are allowed a great deal of personal freedom and are not strictly disciplined.

12. a. Nowadays, more and more people are prying into matters that should remain personal and private.
    b. There are times when it is necessary to probe into even the most personal and private matters.

13. a. The businessman and the manufacturer are much more important to society than the artist and the professor.
    b. The artist and the professor are probably more important to society than the businessman.

14. a. Science has its place, but there are many important things that can never possibly be understood by the human mind.
    b. The findings of science may some day show that many of our most cherished beliefs are wrong.

15. a. Obedience and respect for authority are the most important virtues children should learn.
    b. One of the most important things children should learn is when to obey authorities.

16. a. Most honest people admit to themselves that they have sometimes hated their parents.
    b. There is hardly anything lower than a person who does not feel great love, gratitude, and respect for his parents.

17. a. The wild sex life of the old Greeks and Romans was tame compared to some of the goings-on in this country, even in places where people might least expect it.
    b. In spite of what you read about the wild sex life of people in important places, the real story is about the same in any group of people.

18. a. Even though people of all sorts mix together nowadays, you don't have to worry very much about catching an infection or disease.
    b. Nowadays when so many different kinds of people move around and mix together so much, a person ahs to protect himself especially careful against catching an infection or disease from them.

19. a. It's nobody's business if someone is a homosexual as long as he doesn't harm other people.
    b. Homosexuals are hardly better than criminals and ought to be severely punished.

20. a. People can be divided into two distinct classes, the weak and the strong.
    b. It doesn't make much sense to divide people into groups like the weak and the strong; too many people are strong in some ways and weak in others.

21. a. When a person has a problem or worry, it is best to face it and try to think it through, even if it is so upsetting that it keeps him from concentrating on other things.
    b. When a person has a problem or worry, it is best for him not to think about it, but to keep busy with more cheerful things.

22. a. It is more important for this country to have a just legal and political system than a series of trustworthy leaders, however, courageous, tireless, and devoted they might be.
    b. What this country needs most, more than laws and political programs, is few courageous, tireless, devoted leaders in whom the people can put their faith.

23. a. An insult to honor should always be punished.
    b. Insults to our honor are not always important enough to bother about.

24. a. Some people are born with an urge to jump from high places.
    b. An urge to jump from high places is probably the result of unhappy personal experiences rather than something inborn.

25. a. Every person should have complete faith in come supernatural power whose decisions he obeys without question.
    b. It's all right for people to raise questions about even the most sacred matters.

APPENDIX C

PERCEPTION OF THE WORLD

I-E SCALE

JULIAN B. ROTTER

This is a questionnaire to find out the way in which certain important events in our society affect different people. Each item consists of a pair of alternatives lettered a or b. Please select one statement of each pair which you more strongly believe to be the case as far as you're concerned. Be sure to select the one you actually believe to be more true rather than the one you think you should choose or the one you would like to be true. This is a measure of personal belief -- obviously there are no right or wrong answers. Try to respond to each item independently when making your choice; do not be influenced by your previous choices.

1. a. Children get into trouble because their parents punish them too much.
   b. The trouble with most children nowadays is that their parents are too easy with them.

2. a. Many of the unhappy things in people's lives are partly due to bad luck.
   b. People's misfortunes result from the mistakes they make.

3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.
   b. There will always be wars, no matter how hard people try to prevent them.

4. a. In the long run, people get the respect they deserve in this world.
   b. Unfortunately, an individual's worth often passes unrecognized, no matter how hard he tries.

5. a. The idea that teachers are unfair to students is nonsense.
   b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

6. a. Without the right breaks, one cannot be an effective leader.
   b. Capable people who fail to become leaders have not taken advantage of their opportunities.

7. a. No matter how hard you try, some people just don't like you.
   b. People who can't get others to like them don't understand how to get along with others.

8. a. Heredity plays the major role in determining one's personality.
   b. It is one's experiences in life which determines what they're like.

9. a. I have often found that what is going to happen will happen.
   b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

10. a. In the case of the well-prepared student, there is rarely, if ever, such a thing as an unfair test.
    b. Many times, exam questions tend to be so unrelated to course work that studying is really useless.

11. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
    b. Getting a good job depends mainly on being in the right place at the right time.

12. a. The average citizen can have an influence in government decisions.
    b. This world is run by the few people in power, and there is not much the little guy can do about it.

13. a. When I make plans, I am almost certain that I can make them work.
    b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad future anyhow.

14. a. There are certain people who are just no good.
    b. There is some good in everybody.

15. a. In my case, getting what I want has little or nothing to do with luck.
    b. Many times, we might just as well decide what to do by flipping a coin.

16. a. Who gets to be the boss, often depends on who was lucky enough to be in the right place first.
    b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.

17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
    b. By taking an active part in political and social affairs, the people can control world events.

18. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
    b. There really is no such thing as "luck".

19. a. One should always be willing to admit mistakes.
    b. It is usually best to cover up one's mistakes.

20. a. It is hard to know whether or not a person really likes you.
    b. How many friends you have depends upon how nice a person you are.

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 20 1979

CLEARINGHOUSE FOR
JUNIOR COLLEGES